FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WORTHINGTON HIGH SCHOOL

District Name: Palm Beach

Principal: Victor Frias

SAC Chair: Alcides Arrieta

Superintendent: Mr. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Victor Frias	BS ED in Elementary Education MS ED in Bilingual Special Education MS ED Instructional Leadership and Supervision Doctoral Religious Education Certification in Social Science 6-12 Instructional Leadership and Supervision	1	13	' 11 '10 '09 School Grade N/A C D AYP N N N High Standards Rdg. 23 25 22 High Standards Math 58 57 53 Lrng Gains-Rdg. 36 36 39 Lrng Gains-Math 63 71 69 Gains-Rdg-25% 48 36 51 Gains-Math-25% 52 76 74
		M.S. Ed., Educational			11 '10 School Grade X X

| Assis Principal | Cassandra Oliver | Leadership, B.S. Ed., English

Certified in Elementary Education (K-6th Grades), ESOL, Reading k-12 | 1 | 1 | AYP X X
High Standards Rdg. X X
High Standards Math X X
Lrng Gains-Rdg. X X
Lrng Gains-Math X X
Gains-Rdg-25% X X
Gains-Math-25% X X |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Specialist Coordinator	Debra Berlin	MS ED in Administration & Supervision Endorsements: K-12 Reading K-12 Special Education	1	21	'11 '10 '11 School Grade X X AYP X X High Standards Rdg. X X High Standards Math X X Lrng Gains-Rdg. X X Lrng Gains-Math X X Gains-Rdg-25% X X Gains-Math-25% X X
Reading Coach	Lanessa Stokes	MS ED in Reading Endorsements: Reading ESOL	1	1	'11 '10 '11 School Grade X X AYP X X High Standards Rdg. X X High Standards Math X X Lrng Gains-Rdg. X X Lrng Gains-Math X X Gains-Rdg-25% X X Gains-Math-25% X X

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular Meetings for new teachers with administration 2. Prior to the beginning of school year 2012-2013, personnel not deemed highly qualified will complete a self-evaluation documenting progress towards requirements for becoming highly qualified. Personnel department will provided each individual with a prescription of steps toward becoming highly qualified. 3. Provide support staff services to enhance teacher effectiveness with parent contacts, data analysis, professional devices, and incentive awards. 4. Regular meetings between new teachers and administration. 5. Teachers-Teachers.com	1) Dr.Frias, Principal 2) Dr. Frias, Principal Ms. C. Oliver, Assistant Principal SPED Specialist, Reading Coach 3)Dr. Frias, Principal Ms. C. Oliver, Assistant Principal 4)Dr. Frias, Principal Ms. C. Oliver, Assistant Principal) 5)Dr. Frias, Principal	June 30, 2013 October 15, 2012 March 15, 2013 June 30, 2013 June 30, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
8	25.0%(2)	50.0%(4)	12.5%(1)	0.0%(0)	37.5%(3)	75.0%(6)	12.5%(1)	0.0%(0)	25.0%(2)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alcides Arrieta	Belonde Jean Baptise	Mr. Jean Louis is a first year teacher	+ Review application activities relating to all major areas of standard operation and best practices in the classroom. + Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. + Regular meetings to discuss individual student academic performance and overall strategies for improving student performance in coursework and on standardized exams. +Classroom observations and follow-up to address best practices in the area of classroom management.
Negeri Clarke	Ates Isaldik	Mr. Isaldik is a first year teacher	+Review application activities relating to all major areas of standard operation and best practices in the classroom. + Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. + Regular meetings to discuss individual student academic performance and overall strategies for improving student performance in coursework and on standardized exams.

			+Classroom observations and follow-up to address best practices in the area of classroom management.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, ESE Teacher, Reading Teacher, Advisory Teacher, Career Coach, Security Specialist , Family Support Specialist.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RTI team will meet on a bi-monthly basis to consider students for recommendation or already recommended; Emergency sessions will be called for urgent interventions needed based upon classroom and/or other school-related events that may impact student achievement, school participation or school operations.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI lead team meets on a consistent basis in order to ensure that the goals and objectives set forth in the School Improvement Plan are being met. Additionally, the RtI team has representatives present at the SAC meetings in order to School Wide Florida's Continuous Improvement Model develop and monitor the School Improvement Plan. The team provided the SAC with data on academic areas that need improvement, budgeting hurdles, and helped develop the goals, strategies, and interventions to be implemented during the 2012-2013 school year.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data used will be PMRN, FAIR, Baseline and Interim Assessments, State Math and Science assessments, FCAT, and school site specific assessments. Pre-District Benchmark assessment Data from the Baseline and Interim Assessments will be used to guide instructional decisions and systems procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver intervention.

Describe the plan to train staff on MTSS.

Professional Development (PD) will be provided to teachers on Teacher Workdays that have been designated as Professional Development Day(s). Additionally, teachers will be given professional development during common planning time. The RTI team will have an initial PD for all faculties in August and will meet again in November. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on RtI.

Describe the plan to support MTSS.

The plan will be supported by the reading school administration, Reading Coach, advisory teachers and career coach-By-weekly meetings will be conducted to discuss, monitor and assess and determine level of student growth and need for further interventions. This data will be measured and distributed to all stakeholders through the progress monitoring process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Victor Frias (Principal), Cassandra Oliver (Assistant Principal), Lanessa Stokes-(Reading Teacher,(English Teacher), Hazel DeNobriega(ESE Teacher), and Dale Jennings (Career Counselor).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

> The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with instructional staff on the outcomes of the meetings and continuously keep them abreast of new information.

What will be the major initiatives of the LLT this year?

> The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading, Math, Science and EOC FCAT Exams. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students and pull-out tutoring.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

> Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.
>
> An Integrated Math I and II course will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via Bridge Connect (FDIC)serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

> Every student meets one-on-one with the career coach to review their coursework taken.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Worthington High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post-secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes at post-secondary institutions. Presentations from professional representatives of post-secondary programs will also be provided for the students All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the postsecondary level. A series of integrated math courses will be offered as well as higher level curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams. The PERT and addition to assigning students for college appropriate/readiness and APEX courses will be utilized to assist students with the post high school learning experience

Prior to graduating, all students will be required to submit a transition portfolio. This portfolio will include all postsecondary planning activities as described in the response to the previous question. Activities will include a thorough investigation of public postsecondary educational settings to include admissions criteria, application processes and financial aide assistance.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	First year School No Data At this time-1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 district wide– Reading Application-
2012 Current Level of Performance:	2013 Expected Level of Performance:
As a new school Worthington High School will collect baseline data the first year to identify, monitor, assess, teach and enreach as part of our efforts to support the continuos improvement model.	First Year School

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application	1A.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and explaining	RtI team, reading coach, AP, advisory teachers-ledership team	1A.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	Formative: Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus Summative: Results from 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	First Year School
2012 Current Level of Performance:	2013 Expected Level of Performance:
First year School No Data At this time-1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 district wide– Reading Application-	Utilize baseline data to project 2013 expected performance is unknown at this time.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area that showed minimal growth and would require students to maintain or improve as noted on the 2012	1B.1. Provide a variety of instructional strategies and abilities that include building strong arguments	1B.1. Principal, Assistant Principal, Reading Coach, Advisory Teachers	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention	Formative: Baseline and Interim Assessment results, FAIR,

1	administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process	to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing		as needed	Computer Assisted Program- APEX, Reading Plus Summative: Results from 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	First Year School

2012 Current Level of Performance:	2013 Expected Level of Performance:
First year School No Data At this time-1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 district wide– Reading Application-	Frist Year School-Worthington Will use baseline data to project 2013 Expected results unknown at this time

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction	3A.1. Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.	RtI Team, Principal. Assistant Principal, Reading Coach, advisory teachers	3A.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed	Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013 FCAT Reading Assessments
2	lack of commitment from students and families to participate in FCAT Camp and other prep sessions	Increase differentiated instruction in intensive reading class	reading coach and AP	reading-Reformative biweekly assessment data reports to ensure progress is being made and adjust interventions	Baseline and interim assessement results, FAIR, Computer Assisted Program APEX, Reading Plus and results from 2013 FCAT Reading Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	First Year School
2012 Current Level of Performance:	2013 Expected Level of Performance:
First year School No Data At this time-1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 district wide— Reading Application-	Worthington HS will utilize baseline data to project 2013 expected performance.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction: Explain and Identify the purpose of text features.	Use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Principal,RtI team Assistant Principal, reading Coach, Advisory Teachers-literacy team	Review formative bi- weekly assessment data reports to ensure progress is being made and adjust intervention as needed	4A.1. Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013 FCAT Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :				

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	NA					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	First year School
2012 Current Level of Performance:	2013 Expected Level of Performance:
First year School No Data At this time-1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 district wide– Reading Application-	Worthington HS will utilize baseline data to project 2013 expected performance.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>5B.1.
Black:
5A.1.
Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary – Identify and understands the meaning of conceptually advanced prefixes, suffixes, and root words</td><td>Provide students with more practice on prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.</td><td>5B.1.Reading Coach, advisory teachers-literacy team</td><td>Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed</td><td>Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013 FCAT Reading Assessment</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	New school no data
2012 Current Level of Performance:	2013 Expected Level of Performance:
New School Data	By June of 2013, 5% students will show an increase in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students have lack of comprehension as a result of language barrier</td><td>Provide differentiated instruction: APEX Literacy Adv. courses to address various learning modalities</td><td>reading coach, advisory teachers and AP</td><td>Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed-classroom walkthroughs and individual progress monitoring</td><td></td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	new school no data

Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
new school no data	By June 2013, 5% of student will have learning gains in reading

| | Problem-Solving Process to Increase Student Achievement | | | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying exceptionalities, shorter attention span and comprehension of content matter	differentiated instruction, provide meaningful and tangible learning experiences through the use of the Khan Academy to teach, reteach, and enrich across the curriculum	Advisory teachers, ESE teacher reading coach and AP	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed-walkthroughs	classroom observations, APEX completion courses

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | Problem-Solving Process to Increase Student Achievement | | | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students lack support and have poor eating habits which may lead to poor motivation and lack of engagement	Identify resources and agencies within the community to support students and families. These resoureces include: Housing, health, financial, and INS assistance	Family Support Specialist, Career Coach, Principal and AP	Use of surveys and student feedback from agencies, parents and students	Increase performance on course work on apex and reading plus activities

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR	9-12	FDOE Trainer	Administration and	August 8-19, 2012	Review of Data	Debra Berlin, Lanessa Stokes

					Cassandra Oliver,
Reading Plus	9-12	Reading Plus Trainer	All Staff	August 8-19, 2012 Ocotber 19, 2012	Weekly Review of Performance data	Cassandra Oliver, Lanessa Stokes Reading Teacher
SQ3R study system	9-12	Corporate Director of Reading	All Staff	August 8-19-2012 August 13-17, 2012	Monthly student portfolio reviews/audits	Victor Frias, Principal, Cassandra Oliver, AP and Reading Teacher-Lanessa Stokes

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using Technology	Technology Based Curriculum	Corporate Office	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer License Upgrades	to upgrade existing software	Corporate Office	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
APEX Curriculum Training	APEX Curriculum Training	Corporate Office	$500.00
NWEA Training	NWEA Training	Corporate Office	$500.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	new school no data
2012 Current Percent of Students Proficient in listening/speaking:	
new school no data	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enrolled at Worthington High School have a history of being transient.\n\nThe students are still learning and or adapting to second language acquistion and literary skills in their home language while emersing English skills through the school experience.	APEX and MY reading Coach programs in Language Acquisition. The school will utilize an enrichment apporach that will include pullouts in Writing, Math and Reading.\n\nResources such as: Reading Plus, My Reading Coach and Khans Academy.	The ESOL Endorsed Advisory Teachers will also monitor students' growth through discussions, parent conferences, and APEX assessments	Monthly progress reports as well as monitoring performance and credit course completion within five week span.	CELLA Results to determine level of Listening/Speaking skills to increase Reading and Writing skilss.\n\nFall and Winter Diagnostics, FCAT/EOC Examinations.\n\nSchool-Wide APEX Assessments
2	In CELLA testing, one of the test areas noted an area of deficiency is listening comprehension-thus far	Utilized APEX and My Rading coach programs in language acquistion. The school will also use the enrichment apporach by having pull out sessions in reading, wiriting and math.\n\nThe Khan Academy will be utilized as an support strategy	ESOL Endorsed teachers and AP	stakeholder discussions will be held between literacy along with the use of progress monitoring, course completions within a five week span.	CELLA results to determine levels of listening, speaking skilss to increase reading and wiriting skills.\n\nFall and winter diagnostics, FCAT/EOC examiniations-school-wide apex assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.\n\nCELLA Goal #2:	no data-new school
2012 Current Percent of Students Proficient in reading:	
no data	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In CELLA testing, one of the test areas that noted an area of deficiency is in Reading Comprehension. (District Wide Data)	Teachers will activate students prior knowledge to develop meaning for students. Provide a variety of instructional strategies that will help students practice make story predictions, participate in read aloud, identify vocabulary using context clues, develop and analyze graphic organizers and use reciprocal teaching techniques to aid them while reading for understanding	The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	The school leadership team will meet monthly or as needed d to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	Formative: Student work\n\nSummative 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In CELLA testing, one of the test areas that noted an area of deficiency is Writing Paragraphs.(District Wide)	Students will understand the use of rubrics and the importance of how criteria is needed to evaluate a written product, practice spelling strategies that help students focus on writing conventions, and use different prompts using the steps in the writing process to convey information effectively.	The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified Strategies	Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	Formative: Student work Summative 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CELLA Administration	CELLA Administration	district funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
computer station	on-line CELLA Administration	district	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
testing administration	district training	district	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	New School-no data-increase the number of students scoring at or above level 4 in math by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
New School No data	New School-No Baseline to Report

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	na					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	new school no data
2012 Current Level of Performance:	2013 Expected Level of Performance:
new school no data	new school no data-first year data will be used as baseline

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.	Provide teachers with training in developing meaning through mathematical problem solving. Teachers will demonstrate and model for students how to effectively graph and solve linear equations and inequalities.	The RtI team and math teachers will be responsible for the monitoring of the implantation of the identified strategies	. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	Formative: Student work Interim assessment Summative: Algebra 1 (EOC)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	new school
2012 Current Level of Performance:	2013 Expected Level of Performance:
new school	first year results will be used as baseline

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

| 1 | The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities. | Assign student to cooperative learning teams and require that students explain to their peers in verbal and written form the process used to arrive at a solution.

Help students understand how to solve open-ended and non-routine real world problems use math concepts and activities that draw upon knowledge from other content area. | The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies. | Ongoing classroom assessments focusing on students ability to identify key words in context and in grade level texts | Formative: Student work Interim assessment

Summative: Algebra 1 EOC |

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	new school
2012 Current Level of Performance:	2013 Expected Level of Performance:
new school	2013 results will be used as baseline data

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics	. Provide math teachers with additional professional development to help them aid the students construct viable arguments and critique the reasoning. Provide students with practice using methods of direct and indirect proof to determine the validity of a given proof	The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	Formative: Student work Interim assessment Summative: Geometry (EOC)
	The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category -	Assign students to cooperative learning teams and require that students explain to	The RtI Leadership team along with administrators will	monthly journal entries emphasizing how students utilize a variety of problem	Formative: Student work Interim assessment

| 2 | Trigonometry and Discrete Mathematics. | their peers in verbal and written form the process used to arrive at a solution. Help students understand how to solve open-ended and non-routine real world problems. These problems use math concepts and activities that draw upon knowledge from other content area. | be responsible for the monitoring of the implantation of the identified strategies. | solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed | Summative: Geometry (EOC) |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective use of school enrichment programs	9-12	math teachers	math teachers	October 29, 2012- weekly PD will occur on Fridays	monitoring of the enrichment prgrams usage logs	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
APEX technology based curriculum	tech based curriculum	corporate	$1,000.00
			Subtotal: $1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
computer license upgrades	upgrade exisiting softwaire	corporte	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
using differentiated instruction in virtual setting	APEX Curriculum	1000	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Biology EOC is Reporting Category - Molecular and Cellular Biology	Provide inquiry-based activities that allow the students opportunity to compare, contrast, interpret, analyze and explain the concepts of DNA replication; gene mutation; cellular respiration; and biochemical reactions and enzy	The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	The RtI Team along with the science teachers will review student work folders for evidence of the use of inquiry based learning activities.	Formative: Student work Interim assessment Summative: Biology (EOC)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	new school
2012 Current Level of Performance:	2013 Expected Level of Performance:
no data	2013 results will be used as baseline data
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
differentiated instruction	9-12	reading teacher	school-wide	October 19, 2012 January 7, 2012 February 4, 2012	small group acitivity	Principal and Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex technology based curriculum	technology based curriculum	corporate office	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
computer license upgrades	upgrade existing softwaire	corporate	$500.00
		Subtotal: $500.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
using differentiated instruction in virtual setting	APEx Curriculum	corporate	$500.00
		Subtotal: $500.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $2,000.00	

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level

	3.0 and higher in writing. Writing Goal #1a:	no data		
	2012 Current Level of Performance:	2013 Expected Level of Performance:		
	new school	2013 results will be used as baseline data.		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that reflected the greatest need in student performance on the 2012 FCAT Writes Test indicated that students lacked the ability to add layered support in the body of their essays. (District Wide)	Consistently utilize rubrics to increase the quality of students writing in their LA courses.	The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	2013 FCAT Writes Test
2	The area that reflected the greatest need in student performance on the 2012 FCAT Writes Test indicated that students will benefit from the practice of peer editing.	Incorporate and monitor the peer editing revision process.	The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	Monthly Assessments 2013 FCAT Writes Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	9-12 teachers	school wide	Advisory teachers	October 19, 2012 January 7, 2013 February 4, 2013	Small Group Instruction	Language Arts Teachers, assistant principal and principal
Four Square Writing	9-12 teachers	school Wide	Language Arts Teacher	October 19, 2012 January 7, 2013 February 4, 2013	small group	advisory teachers and AP

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex curriculum	technology based curriculum for students	corporate	$1,000.00
writing bootcamp	school-wide	corporate	$500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
computer licnese upgrade	upgrade exisiting software	corporate	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
ensuring a successful implementation of schoolwide writing plan	school wide plan	corporate	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,700.00

End of Writing Goals

U.S. History End-of-Cource (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	new school
2012 Current Level of Performance:	2013 Expected Level of Performance:
no data	2013 baseline data will be used as baseline

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based in US History content area. District Wide Data Results	Emphasizes problem solving and inquiry-based learning; Emphasizes research-based activities on various security issues impacting the world community; Provides opportunities for students to write to inform and to persuade; and Provides an opportunity for students to participate in simulation activities related to national security.	Advisory Teachers and Reading Coach, Assistant Principal	The RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention	Formative – District Baseline Data and school based assessment. Summative 2013 – EOC US History Evaluation Based

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	9-12	school-wide	pd teacher	October 19, 2012 January 7, 2013 February 4, 2013	Grade level planning sessions, classroom walkthroughs	Advisory teachers and AP

Differentiated Instruction	9-12	school wide-reading teacher	reading teacher	October 19, 2012 January 7, 2013 February 4, 2013	Small Group Activities	Principal & Assistant Principal

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The goal for 2012 – 2013 school year is to increase students attendance by 3 percentage points from 70- to 85. % by minimizing absences due to illness and transportation.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
80%	85%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
15	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5	3
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are typically transient miss school days because they are constantly moving- Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.	Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention.	Literacy Team, Advisory teachers, security specialist, data and enrollment specialist	Compare District Averages

Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed.

Use attendance reports from STARS to identify habitual non-attendees | Student Tardy Logs, Attendance Sign-In sheets, STARS and TERMS |
| 2 | 1.2. Large majority of student population have entered school with an extensive history of excessive absences and truancy issues | Identify and refer students who are developing a pattern of non-attendance to Family Support Specialist / RTI Team for intervention. Teachers and staff will make daily phone calls and updates to contact

logs will be uploaded to STARS program | All staff members working at Worthington High School will play an active role in monitoring student attendance. | Compare District Averages Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify habitual non-attenders. Attempt contacts as needed. | Attendance bulletin STARS |
| 3 | Incentives for good student attendance was limited | Provide incentives for students exhibiting good attendance patterns through STARS | Administrative Team | Monitor generated reports by grade levels | Student Tardy Logs, Attendance Sign-In sheets, STARS and TERM |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
truancy prevention	9-12	Corporate-principal	attendance staff and advisor teachers	August 6-17, 2012	An intervention program will be developed during the PD, the Principal will monitor the implantation of the program	Principal Assistant Principal, Advisory Teachers, Data Specialist

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STARS	computer based sostware	corporate funding	$1,500.00
			Subtotal: $1,500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STARS Training	training on truancy prevention	corporate	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	A high number of students who attend Worthington High School are classified as	Parents will participate in workshops dealing with a range of topics such as appropriate	Staff Leadership Team Family Coordinator	Referral numbers Staff logs	The evaluation tool of monthly suspension report

1	at-risk based on previous behavioral issues at their home school. As a result, traditional disciplinary action has not been effective in helping these students to change behavior which has resulted in unsuccessful attempts to graduate from the traditional high schools. This leaves challenges for the Worthington staff in dealing with disciplinary issues-	behavior, signs of mental health issues in their children, resources available for counseling, and developing communication skills. Staff/Administration will provide progress reports to parents, twice monthly to indicate student progress in curriculum and behavior at school. Staff/Administration and the Family Coordinator will hold parent conferences, as needed.	Local resources/ community agencies		
2	In the past, parents were unaware of the Code of Student Conduct-Once they enroll at Worthington, they received a three day orientation on the school-wide code of conduct	RtI Team will contact parents and advise them of alternate consequences and provide information on interventions strategies being implemented	Administrators	Monitor parent contact logs on STARS and sign-in sheets	STARS Contact Logs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9-12	Principal, Assistant Principal Security	school-wide	August 13, 2012	Monitor the enforcement of student Code of conduct implemented by teachers through classroom walkthroughs	Principal Assistant Principal
School wide expectations	9-12	principal, Assistant principal	school-wide	August 24, 2012	Monitoring logs	principal and assistant principal
Staff workshop how to communicate with at risk students	9-12	principal and assistant principal	school-wide	August 14, 2012	School wide climate survey	Principal and assistant principal
Handle with care	9-12	Corporate	school-wide	August 17, 2012	school-wide incident reports	Principal and assistant principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
powerpoint presentation	projector	corporate	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
handle with care	diffusing and deescalating conflict	corporate	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	NEW School-NO DATA Our goal for the 2012-2013 school is to decrease the dropout rate by 5 percentage points
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
10	5
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
new school no data	use 2013 results as baseline data

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements	Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs. Enroll the students in the receptive programs	Career Counselor/Coach	Monitor Enrollment Log tracking at-risk students registering for alternative programs	Enrollment logs
	students and parents unaware of credits earned	Provide parent meetings to inform parents of the graduation requirements	Career Counselor/Coach	Monitor parent sign-in Roster and contact parents that did not	Sign-In Roster/ Parent-Contact Log

2		and the available resources. Discuss graduation requirements to ensure student receive the proper	attend	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Identifying obstacles to student success	9-12	Family Support Facilitator	school-wide	February 4, 2013	Monthly team feedback reports of student needs	Principal Family Support Specialist

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
school connect	school-wide curriculum	corporate	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FDIC	school-wide curriculum	corporate	$0.00
Bridges	school-wide curriculum	corporate	$1,200.00
			Subtotal: $1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
identifying obstacles to student success	copies of dropout prevention materials	school funds	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,900.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	NEW School-NO DATA-previous year

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	Our goal for the 2012-2013 school year is to increase parental participation by 10% percentage points after we collect total involvement baseline	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:	
40%	60%	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements	Invite parents to attend PTA/parent group programs or workshops through phone, email, and flyers.	School Administration, Career Coach, Enrollment Specialist, and teachers	Review sign in sheets/ to determine the number of parents participating in PTA/parent group programs or workshops	Sign in sheets Enrollment Specialist
2	Parent's experience and familiarity with online progress reports	conduct orientation meetings with parents highlighting utilization of and how to access My Success Parent Portal	School Administration, Career Coach, Enrollment Specialist, and teachers	Review sign in sheets/ to determine the number of parents participating in PTA/parent group programs or workshops	Sign in sheets Enrollment Specialist

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for Engaging Parent Participation	9-12	Principal and assitant principal	school-wide	October 19, 2012 February 4, 2013	Monitor parent logs during school events	Principal Assistant Principal Career Coach
Bullying Parent Workshop	9-12	principal and assistant principal	school wide	October 19, 2012 February 4, 2012	montiror parent log during and feedback	Principal and assistant principal, and career coach

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Bullying Parent Workshop	classroom	school funds	$100.00
Suicide prevention parent workshop	classroom	school funds	$100.00
			Subtotal: $200.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
use of computer stations to view stats	classroom	school funds	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Strategies for engaging parents participation	apex student summary reports copies of matrainign materials	corporte funds and school	$1,100.00
			Subtotal: $1,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $1,300.00			

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Approximately 80 percent of students are level 1 and 2 requiring remediation courses on their schedules	Monitor students' academic gains in order to place them in Advance Placement and Honors courses	Advisory teachers along with administration	The MTSS Team along with the science, technology, engineering and mathematics teachers will review student work folders for evidence of the use of inquiry based learning activities	Formative – District Baseline Data and school based assessment.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ensuring student success on a high level curriculum	9-12	Assistant Principal	School-wide	February 4, 2013	Monitor student participation through the scheduling process/Student progress will be monitored daily by classroom teacher	Principal Assistant Principal MTSS Team

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
increase student scheduling in higher level course	APex Curriculum	corporate	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
monitor student success	Apex summary reports	corporate	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using Technology	Technology Based Curriculum	Corporate Office	$1,000.00
CELLA	CELLA Administration	CELLA Administration	district funds	$0.00
Mathematics	APEX technology based curriculum	tech based curriculum	corporate	$1,000.00
Science	Apex technology based curriculum	technology based curriculum	corporate office	$1,000.00
Writing	Apex curriculum	technology based curriculum for students	corporate	$1,000.00
Writing	writing bootcamp	school-wide	corporate	$500.00
U.S. History				$0.00
Attendance	STARS	computer based sostware	corporate funding	$1,500.00
Dropout Prevention	school connect	school-wide curriculum	corporate	$1,500.00
Parent Involvement	Bullying Parent Workshop	classroom	school funds	$100.00
Parent Involvement	Suicide prevention parent workshop	classroom	school funds	$100.00
STEM	increase student scheduling in higher level course	APex Curriculum	corporate	$0.00
				Subtotal: $7,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer License Upgrades	to upgrade existing software	Corporate Office	$500.00
CELLA	computer station	on-line CELLA Administration	district	$0.00
Mathematics	computer license upgrades	upgrade exisiting softwaire	corporte	$1,000.00
Science	computer license upgrades	upgrade existing softwaire	corporate	$500.00
Writing	computer licnese upgrade	upgrade exisiting software	corporate	$1,000.00
U.S. History				$0.00
Suspension	powerpoint presentation	projector	corporate	$0.00
Dropout Prevention	FDIC	school-wide curriculum	corporate	$0.00
Dropout Prevention	Bridges	school-wide curriculum	corporate	$1,200.00
Parent Involvement	use of computer stations to view stats	classroom	school funds	$0.00
STEM	monitor student success	Apex summary reports	corporate	$0.00
				Subtotal: $4,200.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	APEX Curriculum Training	APEX Curriculum Training	Corporate Office	$500.00
Reading	NWEA Training	NWEA Training	Corporate Office	$500.00
CELLA	testing administration	district training	district	$0.00
Mathematics	using differentiated instruction in virtual setting	APEX Curriculum	1000	$1,000.00
Science	using differentiated instruction in virtual setting	APEx Curriculum	corporate	$500.00
Writing	ensuring a successful implementation of schoolwide writing plan	school wide plan	corporate	$200.00
U.S. History				$0.00

Attendance	STARS Training	training on truancy prevention	corporate	$1,500.00
Suspension	handle with care	diffusing and deescalating conflict	corporate	$200.00
Dropout Prevention	identifying obstacles to student success	copies of dropout prevention materials	school funds	$200.00
Parent Involvement	Strategies for engaging parents participation	apex student summary reports copies of matrainign materials	corporte funds and school	$1,100.00
				Subtotal: $5,700.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $17,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◌ NA

Are you a reward school: ◌ Yes ◌ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 11/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
implementation of school-wide enrichment programs	$500.00

Describe the activities of the School Advisory Council for the upcoming year

Meetings are scheduled for 10/3/12, 12/06/12, 02/07/13,04/11/13, 05/16/13, 06/06/13- Meetings and topics include: Cyber bullying, use of internet resources to support instruction, Local vendors and community agencies to provide general information and futher support when applicable, Testing schedules, student progresion and effective use of data chats and the utilization of the Khan Acadmy at home to help enrich instruction

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found